COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
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**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Due to the COVID-19 crisis, Crete Academy developed and implemented a robust Distance Learning Plan to maintain a high-quality level of academic instruction. The plan included Crete’s transition to online learning, the individuals responsible for implementing the plan, expectations for staff, parents and students, the online learning platforms and information for families on how to access the program offerings and ensure a rigorous learning experience for their student. Crete’s Distance Learning Plan was distributed to families via hardcopy on March 16th, via text and U.S. Mail. The Crete Distance Learning Plan is also posted on the Crete website for stakeholder access.

In addition to offering daily, online instruction, the Distance Learning Plan outlines a process for accessing other important resources. The resources that were provided to families include: a communications plan, staff and teacher contact information, Crete’s online platforms, a sample daily schedule, grading and attendance policies, tutoring and intervention supports, technology support, counseling supports, and additional websites for student learning and engagement. Communication with Crete staff, parents and the community regarding the Distance Learning Plan was maintained throughout the duration of the online learning period.

Since Crete is a relatively small school and has strong relationships with each family, staff were able to communicate the Distance Learning Plan quickly and efficiently with families. By March 13th, 100% of students that needed technology had received chrome books. Additionally, by March 16, 2020 the Distance Learning Plan was fully implemented and the Crete staff had issued work packets, technology and other school supplies needed to participate in distance learning. Funding from Johnson and Johnson was secured on March 16th to distribute hotspots to families who needed them. On March 23rd when Crete determined that the school would remain closed for a significant amount of time, the Distance Learning Plan was updated with more robust student, teacher and staff expectations. The newly updated plan was distributed to all families via text and U.S. Mail. By March 31st, 100% of students and families that needed additional technology, internet hotspots and other supplies to participate in distance learning were provided such resources. On May 1st, additional school supplies, hotspots and food were distributed to families in need. Because Crete staff maintained close communication with families throughout the online learning period, they are able to respond to student and family needs immediately and effectively.

To ensure that the Distance Learning Plan was implemented efficiently and with fidelity, there are several accountability measures detailed in the Distance Learning Plan. For example, on Mondays the team hosts an Administrative Meeting and Teacher Pow Wow. In the meetings the staff discuss the Distance Learning Plan, student and parent issues/needs and the overall implementation of the Academic Program. On Wednesdays, the staff hosts a whole- staff meeting to provide updates, resources and support to all team members. Lastly, there are weekly administrator and teacher check-ins to ensure all staff have the support and resources needed to do their job. Finally, an administrator is assigned to each grade level and their purpose is keep close contact with the teacher, support their needs and assist when necessary.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

The mission of Crete is to serve students in poverty and those experiencing homelessness, which include English learners, foster youth and low-income students. To that end, English learners, foster youth and low-income students are a top priority. The Crete Academic Program was developed with the goal of meeting the needs of all students, especially our most at-risk students. When Crete transitioned to online learning, the Distance Learning Plan was developed with EL students, foster youth and low-income students at the center.

Crete Academy is continuing to meet the needs of its English learner students during online instruction, by providing ELA and math curricula that are aligned to ELD standards. To support EL students, all teachers are using academic vocabulary throughout their lessons and providing students with opportunities to develop their listening and speaking skills. Additionally, teachers are using differentiation, small group instruction and partner/group work during their online lessons. All teachers are trained in Kagan strategies, which they use during online instruction to further enhance student communication and language development. Finally, visual aids, such as anchor charts and teacher developed posters are also used to support language acquisition throughout their lessons, further enhancing the English learner experience.

To meet the needs of our foster youth, Crete staff are making intentional and concentrated efforts to maintain communication with these students and families. Crete administrators were each assigned a grade level in order to maintain close contact during the online transition. Special attention was given to foster youth to check their mental well-being, academic progress and attendance. In addition, each administrator conducts bi-weekly calls to every parent at the school. Specific attention is given to foster youth and communication with the foster-parent and social worker, when appropriate, is provided. Furthermore, any student, including foster youth, that was assigned a counselor during the school year, maintained their services in the transition to online learning with Crete’s MSW and MFT.

Crete Academy serves a population of students that is over 85% low-Income. Thus, the regular Academic Program and the online Distance Learning Program were each designed with the needs of low-income students in mind. Consequently, all low-income families were provided several resources to ensure the continuous learning of students. Low-income families, and any others who needed additional support, were provided grocery gift cards, school supplies, chrome books, hotspots, food and child care, employment, housing and financial information and resources. Throughout the online learning period, Crete staff addressed the needs of all its students and families, especially the English learners, foster youth and low-income students.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

On March 12, 2020 Crete Academy's administrative team developed the Distance Learning Plan. The plan included expectations for teachers to deliver a specified number of hours of live instruction in the core subjects, provide regular communication to families and ensure that all students have the technology and supplies needed to access our online instructional program. The Distance Learning Plan includes live instruction by teachers in ELA and Math and daily video instruction is provided to all students in Social Studies and Science. Teachers also have Office Hours and participate in regular communication with students and families, as needed.

The Crete Distance Learning Plan also provides the list of software and learning platforms that are used by teachers to support student learning. All online platforms are used by teachers to provide parents and students with instruction, regular updates and communication. Each teacher has a Class Dojo account used for parent communication and student uploading of work, a Google Classrooms account for interactive instruction and a Zoom account used for live instruction. Teachers use Zoom and Google Classrooms for live lessons and Mystery Doug and Studies Weekly for Science and Social Studies instruction.

To ensure regular student participation, attendance is taken by teachers daily and calls to students who are not participating are made weekly and bi-weekly. Student attendance and corresponding notes are reviewed by Crete administrators and actions such as conducting follow up calls, home visits and reaching out to emergency contacts are taken, as needed. Additionally, attendance incentives are distributed weekly to students who participate in all of their online instructional classes. Students with weekly, perfect attendance are given the opportunity to have their name drawn each Friday, in order to win a free dinner. Special shout outs on our Class Dojo platform are also sent out to students and families who are regularly participating in the online instructional program. Based on attendance data, we know that 75% of our students are participating in regular online instruction. The portion of students who are not participating are mainly those whose parents work and cannot support their children during the day, with online instruction.

Crete’s Distance Learning Plan also includes other supports for families. One example is tutoring support by Crete staff members. Tutoring is provided upon parent request, on a daily basis, to students who need the additional support. Another example of additional supports provided is our tech-support. Three staff are dedicated to tech-support and help to walk parents and student through logging in, submitting assignments and participating in online learning. The additional supports for families are provided to minimize any barriers to accessing the online program.

To ensure accountability of the Distance Learning Plan, students, parents and staff are held to shared expectations. Student attendance, grades and daily work are all reviewed by teachers and administrators. When issues or questions arise, teachers and administrators reach out to families to resolve any issues around access or academic support. To ensure parent engagement, administrators make bi-weekly calls to check in with families, and notes are taken with follow up actions, as needed. To ensure staff are meeting the expectations outlined in the Distance Learning Plan, all team members are required to submit their weekly schedule to the administrative team. Plans are reviewed and discussed in the one-on-one weekly check-in meeting with each supervisor. Administrators are each assigned to a grade level and are required to meet with their assigned teacher for support and also log into their assigned class one to two times per week. End-of-Year Evaluations already occurred via Zoom for all teachers and feedback has been given to support continual improvement of instruction.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Crete Academy provided meals for the month of March through the Seamless Summer Program. Crete then secured over $6,000 dollars in donations to provide grocery gift cards to families. The private funds were used to provide grocery gift cards and food to families. Providing grocery gift cards allows students and families to access food of their choice at their convenience and allows the school flexibility in supporting family access to high-quality food. Moreover, providing families with gift cards to obtain food at their leisure, freed up operational staff to focus more on delivering the high-quality, Distance Learning Program.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Because of the population that Crete serves, sharing resources with families is something that is done regularly through the Wellness Center. Such resources include: housing, childcare, financial resources, government aid, professional development opportunities, workshops, mental health resources, medical, dental and vision resources, summer and extracurricular program information and child care resources. Crete has a resource table in the main entry of the school with all of the above listed resources. Crete also uses a text messaging feature to distribute important resources to all families. Information on all available resources have been distributed to families via Class Dojo and the texting feature. Communication regarding new resources that become available will be provided throughout the summer months to Crete families.

California Department of Education

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